
Bulletin of the Department of Secondary-School Principals of the National Education Association

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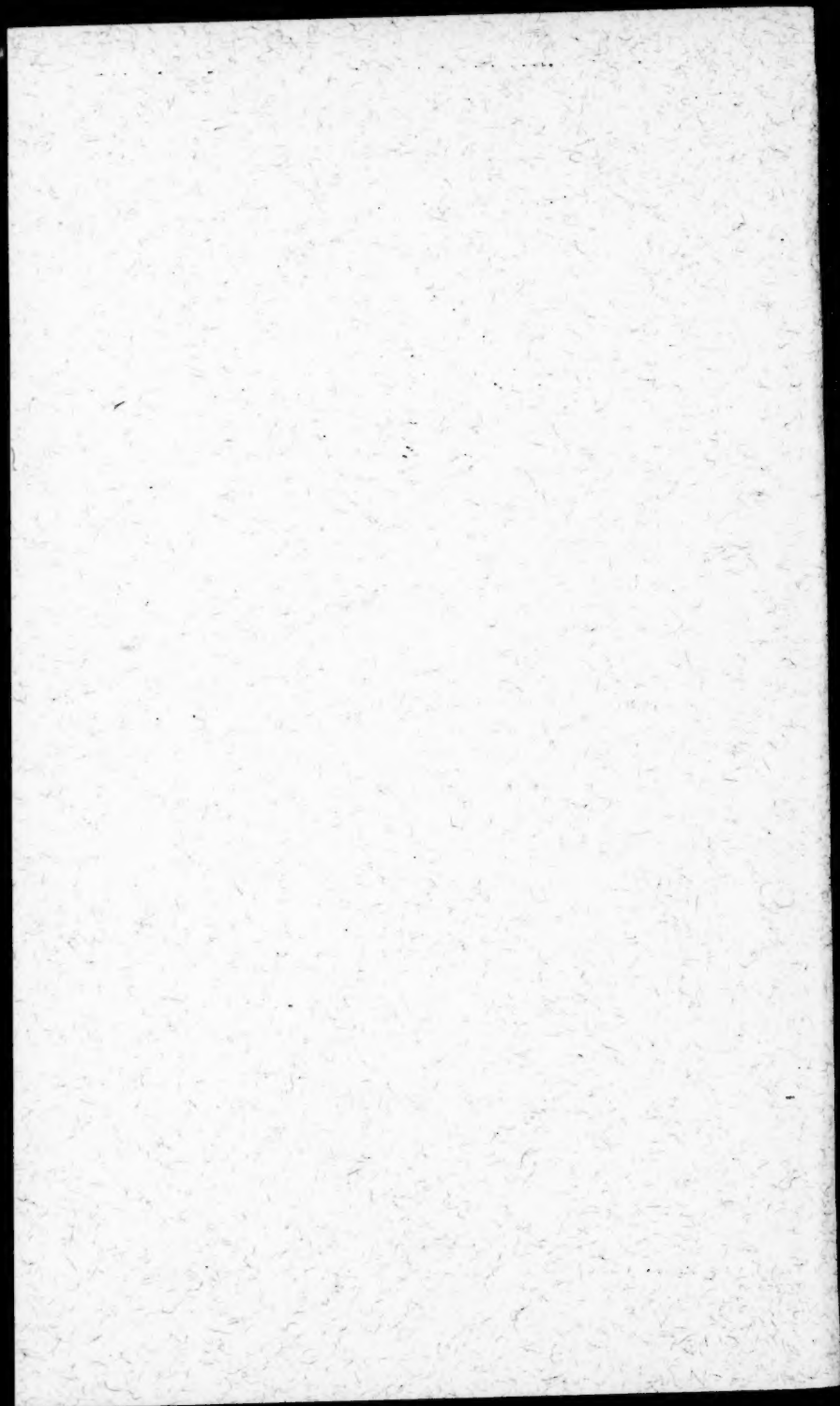
Bulletin Number 28

Secondary-School Administration Abstracts

**The Department of Secondary-School Principals
of the National Education Association**

H. V. CHURCH, Executive Secretary

3129 Wenonah Avenue, Berwyn, Illinois



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The Judd Club is a group of principals of the high schools of the suburbs of Chicago who meet once a month during the scholastic year for dinner and the evening with Charles H. Judd, Director of the School of Education of the University of Chicago. At the meetings administrative problems of the secondary school are discussed.

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All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Executive Secretary of the Department of Secondary-School Principals of the National Education Association.

These abstracts are free to all members of the Department of Secondary-School Principals of the National Education Association.

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Abstracts

Books

Koos, L. V. *Report of a Preliminary Survey of Secondary Education in California*. Sacramento: State Department of Public Instruction, 1928. Pp. 128.

In California, counting day-school pupils only, the proportion of youth of high-school age represented by those enrolled in high school has increased from 4.1 per cent in 1889-1890 to 74.8 per cent in 1926-1927. The degree of popularization is higher than for any other state in the country. During the same period, the percentages in higher institutions increased from approximately one to more than sixteen. A wide variation in popularization in different counties was found both in high schools and in higher institutions. The degrees of popularization on the junior-college level was much influenced by the proximity of junior colleges and other higher institutions.

The independent organization of elementary schools, high schools, and junior colleges carries some serious consequences. Except for certain cities, there are sometimes as many as three boards of education operating over the same territory. The slow progress of the junior high-school reorganization is inevitable under such conditions. The rapid development of the junior college has injected additional complicating factors into the whole problem of the organization of the secondary schools of the state. The incorporation of the junior college in the secondary-school system is hampered by the variety of types of organization of elementary and high-school grades below. A larger unit of local school administration for elementary education and high-school education, as well, is necessary if junior high schools are to be developed.

Because of the mounting enrollment in junior colleges, any plans for development of higher education in the state must take into account the junior college. The line of division between general and special or professional education is the midpoint of the four-year college, which provides a logical place for the junior college in the evolving system of American education. The population of professional workers and professional students indicates that the state should not increase the number of institutions offering professional training on the senior-college level without a careful study of the need for more professional workers in the lines represented. Some junior colleges have aspired to extend upward to the four-year college status. Such upward extension should be out of the question. Even any major expansion of the opportunities for professional or other training in existing higher institutions should be approved only after the need for the expansion has been demonstrated by careful inquiry.

As progress toward further popularization of education in California continues, variation in pupil ability will increase and the problems of adjustment will multiply. The urban eighth-grade pupils in the fundamentals are superior to the rural eighth-grade pupil. Abilities of

freshmen in standard colleges, as measured by college aptitude tests, are superior to the abilities of freshmen in junior colleges. The high school has a serious responsibility in providing training for the wide variety of pupils. The junior college also has a responsibility in providing appropriate training for the less capable student. There is need for a rapid development of a program of student personnel work and guidance on all the levels of secondary education. This development should be fostered by the State Department of Education. Also, there is necessity of adjusting the curriculum to the wide variety of abilities and needs of students.

In the matter of the curriculum phase of this survey, 79 eight-year elementary schools and 22 junior high schools were compared. In the junior high school more subjects or more divisions of subjects are made available; that is, the junior high school program of studies has been *enriched*, which suggests the desirability of overcoming the obstacles to junior high-school reorganization. The programs of studies of 133 high schools (of which only 12 were senior high schools) were studied. For the work of analysis, they were divided into two groups, 56 with enrollments less than 250, and 77 with enrollments larger than 250. The question of justification of the small high school attempting too varied a program is raised and an inquiry into the need of so many small high schools in the state is proposed. An analysis of courses offered in junior colleges for recommended ("C" courses) and non-recommended high-school graduates ("D" courses) was made. The proportion of junior colleges offering "D" courses is not large, and the student registration is not large—out of harmony with the large proportions of "D" students.

The survey finds the standards for teachers credentials in California relatively high. The four main types of secondary credentials are as follows: (a) Junior high school credential; (b) Junior-college credential; (c) General secondary credential; and (d) Special secondary credential. The first two authorize holders to teach in the units named; the general secondary any subject in any public school of the state except for the kindergarten, and certain vocational classes; and the special secondary the special subject named on the credential. There is an over-supply of teachers on the secondary-school level.

Somewhat more than half of the junior-college teachers hold advanced degrees, which is not flattering, but the situation is made more acceptable by the average number of years of graduate study, which for men teaching academic subjects is 2.3, and for women 2.0. Although the average teachers have not far from 45 hours of course work in the major subjects, they are often teaching subjects in which they have had less training than a minor. There should be no further delay in setting definite standards of training for junior college teachers.

The financial problems include inequalities in abilities of districts to support education, the large proportion of districts at or near the maximum local levy, a large group of elementary-school districts without levy and a larger group at the maximum levy, and the wide variation

in true wealth per pupil. The logical conclusion is both the larger district unit and an improved basis of apportionment of school funds. Districts maintaining junior colleges, as with elementary and high-school districts, vary widely in their ability to pay. Some of the small valuations per student and high tax rates emphasize the need for a thorough study of the financial problems of the junior college. Evidence at hand affords the basis for the prediction that the claims on the junior college fund will soon exceed the annual amount available. Finally, the financial problems of secondary education should not be considered in isolation from the problems of elementary education. The whole question of the adequacy of current methods of raising school revenues needs to be studied.

Logasa, Hannah, *The High School Library*. New York: D. Appleton & Co., 1928. Pp. 283.

There is a growing tendency to make the objectives of secondary education more particular and specific. With this tendency in view, the library assumes a definite place in the high school. The school library must have for its objective the unification of education, or the correlation of one department with another. No preconceived set of objectives is possible, aside from the important one of service. Conditions in the community, adolescent characteristics, and the objectives in the school will determine the specific objectives of the library.

Growth of the library movement has depended upon changes in methods of instruction—beginning with the one basic textbook method, and shifting through various stages of supplementary reading until we finally come to the central school library with various branches in each classroom. Thus the school library became an essential factor in the educational system. The secondary school was not the first agency to interest itself in establishing school libraries. Their development was due to the desire of the public library to increase the scope of its services to the community. Thus the first libraries in high schools were merely branches of the public library. These were not satisfactory since school demands differed from those of the reading public. The school had no control over the public, consequently undesirable types of persons had access to the school building. Later the school board and the library board established a second type of library, called the joint control library. However, the objectives of the public library and the school library differ. The demands of the school are not identical with those of the public, and as a result, school libraries were finally placed under the sole control of the school board. The school libraries were handicapped at first by lack of equipment, and by lack of experience in the technique of library methods. Growth has been varied although attempts at standardization have been made. The establishment of favorable physical conditions under which the library is to function is very important.

The choice of the person who is to administer the library should demand more careful attention than any adjustment of material details. The library is rather an accurate reflection of the capacity and personality of the librarian in charge. The school librarian must be at once an exec-

utive, organizer, administrator, personnel worker, teacher, and librarian. Since the child himself is the important factor in the school situation, the librarian, in order to adapt the work of the library to the needs of the student, must have an understanding of the psychology of high-school children. Pupils come into high school varying in capacity both mentally and physically, and having by this time, certain standards of behavior. No inflexible standard can be set up for human beings, and at times the children seem to be inconsistent and variable.

The librarian is in a good position to notice and to observe pupil reaction to the school problems. With intramural and interscholastic sports, student councils, publications, club activities, and school dances, it is not difficult to plan a well rounded program for the normal child. For the maladjusted, further provision must be made, and it is in this personnel work that the library is becoming increasingly important. The mode of teaching determines the activity of the school library. The old question-and-answer recitation over so many assigned pages does not need the library. The socialized recitation needs the library to make the class period interesting and varied. The school library is a necessity in the appreciation type of teaching; and in the laboratory method, which presupposes each pupil working up to his capacity. The library with a branch library in each classroom is absolutely essential. The most valuable function of the library is that of correlating subject matter, but the great ideal should be that of serving the interest of each and every pupil in the school, no matter whether the interest be directed toward reading, or toward any other activity which is purposeful. The library should so encourage and interest students that they will use the leisure time afforded by the summer vacation in reading, and in project work. This would indeed be a proper use of leisure time, and would in all probability, establish a desirable reading habit to be carried on into adult life.

Uhl, Willis L., and fourteen others. *The Supervision of Secondary Subjects*. New York: D. Appleton & Co., 1929. Pp. 661.

In the past the teachers and subjects of the secondary school have received comparatively little supervision. For the most part the teachers have been left to themselves to work out their own salvation. Superintendents and principals have hesitated to undertake any serious supervision of subjects in which they have not specialized and have contented themselves with an occasional short observation of the general management of a recitation, such as discipline, interest of teacher and pupils, the teacher's knowledge of the subject, general method of presentation, etc. This book makes it very clear, however, that general supervisors, although they are not proficient in all the subjects of the curriculum, can prepare themselves as expert counselors in planning general and departmental objectives, suitable educative activities, organization of material, teaching procedures, standards of achievement, and measures of accomplishments.

Dr. Uhl wrote two chapters of the book, one on "The Scope of Departmental Supervision" and the other on "The Coöperative Character of Departmental Supervision." The remaining thirteen chapters on

the supervision of the various subjects of the secondary school were written by fourteen specialists. Each writer has laid much stress upon the fact that both teachers and pupils should thoroughly understand the general objectives of education and the special objectives of the individual subjects, and that both teacher and pupil should use intelligently such methods of procedure as will help them to reach the desired goals.

A general outline has been followed, more or less closely, by the writers of the chapters. Each has written a chapter on the supervision of his specialty. The main topics discussed are: (1) Work of the supervisor; (2) Objectives and values; (3) Sequence of courses; (4) Organization of content; (5) Selection and organization of suitable pupil activities; (6) Methods of teaching; (7) Differentiation of material and methods for varying groups of pupils; (8) Measurements of results of teaching; (9) Improvement of teachers.

Rogers, Frederick Rand. *Tests and Measurement Programs in the Redirection of Physical Education*. New York: Teachers College, Columbia University, 1927. Pp. 166.

The chief objectives attainable through a program of physical education or education through large-muscle activities in the public secondary schools of the United States are present health, future health, and social efficiency. These objectives have been obscured by an overemphasis on collegiate major sports and victory. This overemphasis concentrates training upon a favored few and neglects those who need it most. The remedy lies in redirecting the entire program through adequate tests and measurements so that equal physical ability groups may be organized for intramural and interschool competition, and that differentiations in physical education programs may be provided on the basis of individual needs. Many social efficiency objectives such as courage, perseverance, self-respect, self-confidence, fair play, coöperation, courtesy, and sympathy will be achieved most effectively through activities in team-game competition, but only when the physical abilities of competing individuals and groups have been equalized. The strength index, arrived at by measuring lung capacity, right grip strength, left grip strength, back strength in extension and upward rotation, and upper arm and shoulder girdle strength in contraction and downward rotation, has been devised as a means of equalizing the physical abilities of competitive groups. In order to provide homogeneous groups for pupils of differing physical ability, the physical fitness index for each individual is secured by dividing the strength index by the normal strength index for an individual's age and weight. Complete tables of norms for boys of all ages and weights between eleven and twenty-one years are given. The athletic index, a refined measure which includes endurance and intelligence as well as physical ability, is arrived at by adding to one-tenth of the strength index the physical fitness index plus the intelligence quotient. This index may be used to determine professional aptitude in competitive sports and to discover capacity for the physical directorship. Statistical support is given for the validity and reliability of the above measures. Also, programs of classification are given for groups of varying physical abilities, and instructions for administering the strength tests.

Purdum, T. Luther. *The Value of Homogeneous Grouping*. Baltimore: Warwick & York, 1929. Pp. 99.

Numerous interesting conclusions are drawn as the result of this investigation of the value of homogeneous grouping made on the basis of intelligence tests. Six high schools contributed to this study by dividing pupils into homogeneous groups on the basis of the Terman Group Intelligence Test. The results of the semester's work of these pupils are compared with the results of other pupils who were not differentiated in any way, but were taught in sections composed of pupils of all degrees of intelligence. A few conclusions based on the facts obtained from the results of the different schools are: (1) Pupils in homogeneous sections do not gain more than pupils in heterogenous sections when the results are measured by standardized tests; (2) Pupils in homogeneous sections do not cover more course material, (3) Homogeneous grouping on the basis of intelligence tests does not reduce failures, (4) From a general viewpoint the teachers questioned in this investigation favor homogeneous grouping.

Meyer, Harold D. and Eddleman, Samuel McKee. *Financing Extra Curricular Activities*. New York. A. S. Barnes & Co., 1929. Pp. 132.

As many as thirty methods for raising money are now in use including dances, suppers, entertainments, exhibits, and special grants. Fourteen methods are listed for distributing money raised, of which the most popular are the budget system, faculty control, finance committees, and no control at all. The budget system is recommended. Money should be handled under a centralized control which may be vested in the principal, a school treasurer, the commercial department, or a school bank. A student activity ticket has been used successfully, with the funds distributed on a pro rata basis among the activities. Those in control of money should adopt an accounting system with provision for a complete auditing. Representative plans for handling school finances are furnished by the high schools of Paola, Kansas; Ypsilanti, Michigan; Massillon, Ohio; and Huntington, West Virginia.

Bender, John Frederick. *The Functions of Courts in Enforcing School Attendance Laws*. Teachers College Contribution to Education, No. 262. New York: Teachers College, Columbia University, 1927. Pp. 187.

Compulsory taxation for free public education has brought about the enactment of compulsory attendance laws. In too many instances enforcement of school attendance laws has rested almost solely with local school officials who have yielded to local pressures and have evaded their sworn duty. Local courts have likewise frequently proved ineffective, but impartial courts aid greatly school attendance departments. Effective court action is dependent in no small degree on an adequate and efficient attendance service in the schools. The constitutionality of compulsory education legislation has been affirmed in an ample number of judicial decisions. Parents are entitled to the custody of their children, but the welfare of minor children is of paramount importance. The social

agencies concerned with the education of American youth should be thoroughly cognizant of the problems and limitations involved in enforcing school attendance. A study of typical court decisions indicates that much discretion should rest with courts as to the leniency or severity of punishments for attendance law violations. These decisions have strengthened popular free education and form a reasonable basis for the enactment of new laws or the modifying of existing legislation.



Magazines

Schmidt, H. W., "Some Practical Problems in Connection with School-Building Planning," *American School Board Journal*, LXXVIII (April, 1929), 42-44, 151.

Flexibility is one of the first considerations in modern school-building planning. This calls for the erection of buildings on the "unit" plan, allowing for future extensions, and for the construction of rooms that may be easily changed in size and type. The unit plan of heating and ventilating will make possible the extended use at minimum cost of parts of the building for evening classes, community gatherings, club meetings, and gymnasium work. The size of classroom suggested for the elementary school is 23 x 32 and for the high school 23 x 28. For the most economical lighting of classrooms it is recommended that the inner and outer rows of lights be controlled by separate switches. To secure the most efficient use of classrooms and at the same time provide a place for the peripatetic teacher, a teachers' administrative suite is recommended, with desks, rest rooms, library, conference rooms, etc. This would require the space of only two ordinary classrooms. The formula used for determining the capacity of a building is $\frac{R_n \times P_{av} \times T}{T_c}$

R_n representing the number of classrooms; P_{av} , average number of pupils; T , number of periods per day; and T_c , number of periods pupils are receiving instruction. Tables presented show that in most buildings little or no correlation seems to exist between the needs of the situation and capacities actually provided, and that spaces are not provided in proper relation to their actual use. These building facilities are being used to better advantage in the smaller schools.

Thiesen, W. W., "The Function and Value of a Public-School Research Bureau," *American School Board Journal*, LXXVIII (April, 1929), 47-48, 142.

The public-school research bureau is defined as primarily a fact-finding, fact-digesting institution. Facts instead of guess-work must be the means of discovering educational problems. Much investigation is necessary, both in the field of instruction and in the field of administration. The research department can render service in measuring abilities and achievements of pupils; in organizing and directing testing programs, and in interpreting the results; in the development of new instruments of measurement; in the diagnosis of teaching difficulties; in the analysis

of difficult pupil cases; in the study of problems of educational guidance; and in the evaluation of methods of teaching, as well as in such administrative problems as finance and building programs. To insure efficient service the work should be in the hands of a director whose rank is equal to that of an assistant superintendent. The value of a research department depends on scope of service, importance of problems solved, timeliness of solutions, accuracy of conclusions, and convincing power of the conclusions.

Fitzgerald, E. A., "Helping to Solve the Clerical Problem in High Schools." *American School Board Journal*, LXXVIII (April, 1929), 63, 154.

This is the last of a series of three articles on the clerical problem and presents in summary form some general principles and constructive suggestions. So far as possible, teachers should be relieved from clerical work, clerical duties should be assigned within the school by the principal, the time and energy of supervisory and administrative officers should not be dissipated in clerical work, clerks should not perform personal services, and student assistance should not be exploited. What clerical work must be done by the teachers should be carefully organized and clearly defined. The organization of the regular clerical service should include the position of chief clerk, the assignment of minimum specific duties and responsibilities, the understanding on the part of clerks that assistance may be required at any time for other than assigned duties, provision to secure automatically any needed information at the appropriate time, and definite planning of work for the entire term. The daily service of the clerk should be seven hours and an annual vacation of one month (exclusive of legal holidays) should be allowed.

Womrath, G. F., "A Salary Schedule vs. the Salary Budget for Public-School Janitorial Engineering Service," *American School Board Journal*, LXXVIII (May, 1929), 45-47, 148.

A guess budget and a wage determined by the number of men employed is a most unjust and unfair system of paying janitors and engineers. The method advocated in this article is to determine first the number of men needed to do the work and then multiply this number by a fair living wage. The tax levy should be adequate to provide this amount. Detailed schedules are submitted to show living costs and determine minimum wage. Work schedules list all duties and time required for their performance. Standards and quality of work, time factors, calculation of man-power, preparation of work schedules, and provision for a good living wage are the main topics of the discussion. The importance of the subject is indicated by a report of the National Association of Public-School Business Officials, showing a waste of 40 per cent of time, effort, and money in this service. The principles of salary schedule making for public-school janitorial-engineering service set forth in this article are thoroughly scientific and sound, and point the way to a genuine solution of one of the major problems of school administration.

Jensen, F. H., "Development of a Salary Schedule," *American School Board Journal*, LXXVIII (June, 1929), 45-46.

A new salary schedule was adopted in the Rockford, Illinois, schools in April, 1929. It provides for a minimum salary of \$1,050 and a maximum of \$2,750. The beginning salary is determined by the amount of training and experience. Annual increments are in units of \$50 and additional training is recognized for salary increases until a total of four years beyond a teacher's college is attained. All teachers must attend an approved college or university at least six weeks once in five years. Credit is allowed for travel; additional salary allowances ranging from \$150 to \$350 are made for advisers, heads of departments, deans, and assistant principals; and a differential of \$350 is allowed for men teachers. This new schedule received favorable comment from 98 per cent of the Rockford teachers. It added to the teachers' salary budget about \$110,000, an increase of 14 per cent.

Grover, C. C., "A Scale for Rating Junior and Senior-High-School Cafeterias," *American School Board Journal*, LXXVIII (June, 1929), 53-54, 138.

In judging the efficiency of a high-school cafeteria by objective tests the following conditions are assumed and not taken into account in the scale proper: (a) The cafeteria shall pay its own way; (b) Sanitation standards shall be met in full; (c) Proper menus shall be provided whenever a meal is served; and (d) Standard portions and prices shall be set up and complied with. The scale proper includes arrangement of schedule, percentage of pupils who eat in the school cafeteria, seating accommodations, number of pupils served per minute, percentage of receipts expended for salaries, the number of pupils served per full-time employee, manner in which food is displayed, appearance of rooms, disorder, and noise. The standards set up indicate that the lunch period should be at least thirty minutes in length and that a percentage of the gross receipts should be kept in a separate account for repairs and new equipment.

Thomson, Lyle G., "Objectives of Secondary Education According to the Opinions of Pupils," *School Review*, XXXVII (March, 1929), 198-203.

In order to determine the pupil's realization of the objectives of secondary education, the author submitted a check list of twenty-one objectives to the three hundred forty-four pupils of the South Milwaukee High School, South Milwaukee, Wisconsin. The ranking of the seven objectives most frequently selected was as follows: (1) To become a good citizen; (2) To prepare for a vocation; (3) To understand the fundamental processes; (4) To develop ethical character; (5) To raise the standard of living; (6) To be a worthy home member; and (7) To make the world safe for democracy. The profitable use of leisure time and health, two commonly accepted objectives of secondary education, were eighth and tenth respectively. The ranking of the seven objectives receiving the largest number of first choices was: (1) To become a good citizen; (2) To prepare for a vocation; (3) To develop ethical charac-

ter; (4) To raise the standard of living; (5) To understand the fundamental processes; (6) To become a worthy home member; and (7) To make the world safe for democracy. Again health and the profitable use of leisure time were not in the first seven objectives. The boys, in their ratings, seemed to be somewhat more mindful than the girls of the objectives relating to worthy home membership and citizenship. The girls checked the vocational aim with greater proportionate frequency, which may have been due to the fact that the course in stenography in the South Milwaukee High School is a vocational course in a truer sense than any course for boys. The most significant conclusion of this limited study is that high-school pupils are aware of the objectives of secondary education.

May, Eric Oscar. "One Fee for All Pupil Activities," *School Review*, XXXVII (April, 1929), 304-306.

The Robinson Township High School, Robinson, Illinois, during the year 1928-29 adopted the plan of "One Fee for All Pupil Activities." The ticket provided admitted the pupil to 28 different events, costing altogether only \$3.00. Had the pupil attended all these events at the regular single admission price, the cost would have been \$8.50. Although the installment plan of paying for tickets was in use, when school closed for the Christmas holidays, only 16 pupils were delinquent in payments.

The school did not receive as much money from the pupils by this plan as it formerly received from them for single admissions, but the total gate receipts were increased because a larger number of pupils attending events increased the number of adults attending. The fact that a copy of the school paper provided by the tickets went into every home, made it much easier to obtain advertising. It is contemplated now to have the pupil pay his fee upon registration at the beginning of the semester. The advantages of this plan are: (1) Easier financing of pupil activities; (2) Elimination of campaigns; (3) Enjoyment of pupil activities by all pupils at low cost; (4) Attendance of all pupils at all school events; and (5) Better school spirit.

Cooper, William John. "Some Advantages Expected to Result from Administering Secondary Education in Two Units of Four Years Each," *School Review*, XXXVII (May, 1929), 335-46.

The secondary school system needs reorganizing for: (1) American life has changed significantly because of immigration, industrial development, the movement of population from rural areas to cities, and the change in the character of the home; (2) High schools are called upon to serve types of pupils never enrolled before in secondary schools; (3) Experimentation in reorganization of the high school is going on all over the nation, especially as applied to the junior high school; (4) Simultaneously with the junior high school has come the junior college; (5) Studies of the curriculum in colleges and secondary schools indicate remarkable shifts in age groups and in courses pursued; (6) The periods of training for professional fields are not adequate according to some studies made; (7) The experience of older countries indicates that eight years are required for purposes of secondary education.

Students who have given secondary education the most thorough study are almost unanimous in recommending for the American high school two units of four years each. Some advantages suggested are: (1) The 4-4 plan allots the first unit to early adolescence and the second unit to later adolescence; (2) The problems of articulation should be lessened through consolidation of the 3-3-2 plan into the 4-4 plan; (3) The 4-4 plan should effect economies in administration; (4) The time of the student should be conserved in the 4-4 organization. The bright students should be offered better opportunities for rapid progress; (5) The 4-4 organization should enable the upper unit to render special service in the matter of "semi-professional" courses; (6) The combining of the 11th and 12th years with the 13th and 14th years should afford a large enough body of students to justify colleges in communities insufficient in size to support the traditional liberal arts college.

Among the arguments against the 6-4-4 plan are: (1) The junior college will draw too heavily from well-endowed private institutions. The author believes that there will always be parents who prefer to send their children to four-year liberal arts colleges prior to entering professional schools; (2) There is danger that local ambitions will lead to the creation of the new type college where funds are insufficient; (3) There is danger of the new college attempting to do senior college work; (4) It is possible that the curriculum may be a mere duplication of the traditional liberal arts college; (5) It is claimed that the new type of organization will shorten the period of school life; (6) It is feared in some quarters that the "amateur scholar" will disappear from American life.

In conclusion, the author insists that the advantages of the 4-4 organization far outweigh the disadvantages.

Butterweck, Joseph S. "Apprenticeship Teaching in Secondary Schools," *School Review*, XXXVII (May, 1929), 377-387.

During the summer of 1928 Temple University undertook an experiment in practice teaching in coöperation with the school district of Haverford Township. The school was open to all senior and junior high-school pupils. Thirty-two graduates or near graduates of teacher-training institutions comprised the faculty. The principal of the Haverford Senior High School assumed the administrative responsibility, four of the usual members of the faculty become the supervisors of instruction and the writer became the director of practice teaching. The director isolated six units of instruction from the field of methods, one of which was particularly emphasized each week. The six units were given the following titles: 1. What Kind of Pupil Do I Have? 2. What Do I Expect to Do with My Pupils? (Desired learning outcomes) 3. How Can I Plan My Work Effectively? (Daily lesson plan) 4. How Shall I Conduct the Recitation Period? (Learning to do by doing) 5. How Can I Instill Proper Study Habits? (Supervising the study of the pupil) 6. How Shall I Evaluate the Pupil's Success? (Testing) Readings of selected subject matter bearing on each unit each week were required. Demonstration lessons were given, a group conference was

held each week, and individual conferences were held for the purpose of suggesting improvements in all matters pertaining to the situation. Student-teacher ratings as a means of self-analysis were followed by a comparison with analyses made by others. Social contacts among supervisors and student-teachers were emphasized. The principal reported to the superintendent that it was the best summer school they had ever had. The supervisors frequently expressed their approval of the experiment. The writer, as director of the experiment, feels that this method of conducting student-teaching is far superior to that commonly used in training teachers for secondary schools.

Troxel, O. L. "National and State Statistics on High-School Education," *School and Society*, XXIX (April 6, 1929), 441-42.

In comparing statistics on high-school education published by the United States Bureau of Education and by the state departments of education of the various states, amazing discrepancies were disclosed. Two remedies are suggested for the condition which exists. We should have either a federal agency empowered to collect and publish data on high schools and with authority to compel the submission of full reports, or a united effort on the part of state officials to collect and publish comparable statistics on at least a minimum number of important items. If the states do not find it possible or convenient to collect reports on a comparable basis for their own purposes, they might cooperate with the Bureau of Education in securing for the bureau complete statistics for the schools of their state. This might be done by having the state department send out to the schools the forms prepared by the bureau at the same time the state forms are sent out. The state department could then require the submission of the bureau reports along with its own. This would insure for the Bureau of Education reports as accurate and complete as could be secured.

Steere, H. J. "The Effect of Character Traits on Scholastic Achievement," *School and Society*, XXIX (June 1, 1929), 707-8.

There seems to be an increasing interest in character training in our schools. The schools must concern themselves more with the whole development of the child—mental, moral, and physical, and abandon the narrower program of the mental training only. Not much work has been done in studying the possible effect of character traits on scholastic accomplishment. No satisfactory tests have yet been devised that successfully measure such traits on an objective basis. Although scientifically accurate results cannot be claimed when subjective judgments are used, yet the results of one study of this kind are significant. All the ninth-year pupils in two New York State high schools were used in the study, and enough eighth- and tenth-year pupils from the same schools to make up about five hundred cases. Five hundred seven pupils of the median school age of nine years three months were used. Secondary pupils of eleventh and twelfth years were excluded. An effort was made to find a few of the more basic traits which influence school success, viz., initiative, control of attention, persistence, trustworthiness, and sense of accuracy. A carefully selected group of teachers was

chosen to give the character ratings. The medians for scholarship and character ratings were found to be not far apart, the former for the whole group being 77, and the latter being 79.24. Correlations were made between scholarship and IQ ratings on the one hand and scholarship and character ratings on the other hand, the former being .48, and the latter .73. These results indicate a much more substantial relation between character traits and scholarship than between IQ and scholarship. In neither of these schools were pupils divided into ability groups. The data indicate a need of giving the low-ability group more attention and also a need of seeing to it that the high-ability group work more nearly up to their capacity. Schools might well include a more definite program of character development in connection with the regular work.

Ryan, Professor W. Carson, Jr. "Selection as a Function of American Secondary Education," *School and Society*, XXIX (June 22, 1929), 787-93.

High-school education or the equivalent for every boy and girl is not only feasible, but essential. As a nation we are clearly committed to a policy of universal secondary education in this country. Of the seven and a half million youth between fifteen and eighteen years of age in the United States, more than two thirds are now in school. We have nearly five millions in secondary schools with a teaching force of two hundred thousand. There is a place for selection as a function of the secondary school. To have faith in education for all is not to have faith in the same kind of education for all. Our real task is to use selection, not for elimination, but for further and better opportunity for each individual youngster. There must be a real reorganization of content for determining common basic material and also for arranging offerings of a specialized sort for groups and individuals beyond the common materials. Society should provide any possible training that can be proved to have social value or the kind of value for the individual that ultimately contributes to the welfare of all. Attention to individual differences must be given through individual learning. In furnishing universal secondary education and adequate differentiation, it will be valuable for us to give careful study to the experience of nations other than our own.

Seashore, C. E. "Iowa Academic Meet," *School and Society*, XXX (July 13, 1929), 63.

An academic meet among the high schools of the state was held in the State of Iowa under the auspices of the State University of Iowa. Contests were organized in the principal high-school subjects. Preliminary contests were held in each high school, and the winners went into a district contest; the winners in the district contests came up to the university for a final contest on June 3 and 4, 1929. On this occasion about 500 high-school pupils were present and took final objective examinations in all subjects for which they had entered, either as individuals or schools. Two classes of high schools were recognized in the contest, the small and the large. It is hard to foretell what the effect will be of having the idea of a contest in every subject running in the minds of the pupils throughout the year. Students take as much interest in this as

they would in a football game, and they probably take more pride. Two hours after the completion of these objective tests, an assembly was held, at which prizes in the way of cups, plaques, etc., were awarded.

Goldthorpe, J. Harold. "The Relative Rank in High School and in the First Two Years of the University," *School and Society*, XXX (July 27, 1929), 130-34.

The students selected for this study were 136 freshmen entered in September, 1920, from three high schools of Chicago and three suburban township high schools, who completed a full academic year's work in the liberal arts college of Northwestern University. This group comprised one fifth of the 653 freshmen admitted in that year. The group entering in the fall of 1920 was selected for study, since the entrance of this class was probably not affected by abnormal conditions due to the war, and also because six years had elapsed since its admission, which enabled the investigators to follow the careers of its members through to June, 1926. The study was confined to the students entering from the six nearby high schools which furnished the largest number of freshmen to the university, since from these schools it was possible to secure accurate information as to the relative rank in the graduating class of each student. These schools were Lake View, Senn, and Schurz High Schools in Chicago, and the township high schools of Evanston, New Trier, and Oak Park. From the data of this study, there appears to be a substantial relationship between rank in high school and standing in the first two years in the university. If a student stands in the highest quarter of his high-school class, the chances are nine out of ten that his average in the freshman year will be C or above, and after the second year the chances are eight out of ten that he will place in the upper half of his college group. On the other hand, if a student stands in the lowest quarter of his high-school class, there appears to be a more marked tendency to remain in the lower half of his college class. These data suggest the desirability for more extended study of the factors, other than high-school scholarship, which bear upon failure and success in the university.

Manuel, H. T. and Rather, Aline, "That One Talent," *The Nation's Schools*, III (March, 1929), 37-42.

The tendency of modern education is to stress the importance of adjusting our courses and the presentation of them to the mediocre pupil. In art, especially, does this work a serious injustice to the talented pupil. Art education provides an opportunity for production as a means of discovering latent talent, a better understanding and appreciation of the work of others, and increase in special artistic abilities. This last function is of prime importance in dealing with pupils of pronounced talent and presupposes opportunity for definite and extensive individualized instruction.

Fowlkes, John Guy. "Shall Administration Be Limited to Administrators," *The Nation's Schools*, III (May, 1929), 42-46.

With the progress toward democratization of the public schools, has come an increased desire on the part of the teaching body for a greater

voice in problems of administration, particularly in deciding upon the form of school organization, upon needed curriculum changes, and upon the type of building and equipment used. With the development of a greater spirit of tolerance and a broader vision on the part of both administrators and teachers, this cooperation in administration is steadily becoming more in evidence.

Snedden, David. "A Sociologist Discusses the Problem of the Married Woman Teacher," *The Nation's Schools*, III (May, 1929), 31-34.

The question of the advisability of a married woman teaching does not depend upon traditional attitudes for its wise solution but upon some very basic social truths. The woman teacher is of the class most needed for the creation of homes and the rearing of children and her working, except in very extraordinary cases, is against the best community interests.

Newmark, David. "Students' Opinions of Their Best and Poorest Teachers," *Elementary School Journal*, XXIX (April, 1929), 576-85.

This article grew out of a belief on the part of the author that normal-school students should study and know the chief characteristics of successful as well as unsuccessful teachers. Two hundred twenty-three normal-school students were asked to recall their best elementary- or high-school teacher and their poorest elementary- or high-school teacher and list the reasons for the selection. Analysis and classification of the items contained in the 223 lists for the best teachers shows 27 characteristics. The five most frequently mentioned are: (1) Skillful in "getting ideas across" to pupils (mentioned by 209 students); (2) Human (102); (3) Impartial (93); (4) Good disciplinarian (86); (5) Sympathetic (80).

The five least frequently mentioned are: Tidy classroom (6); Prompt (5); Lesson well prepared each day (4); Command of English (3); Progressive (1).

The list for the poorest teacher contains 26 characteristics which are exactly the opposite of the other characteristics. The first five: (1) Weak in "getting ideas across" to pupils (mentioned by 168 students); (2) Lacks self control (101); (3) Partial (90); (4) Poor disciplinarian (67); (5) Lacks common sense (66).

The conclusions drawn by the author are:

- (1) Normal-school students should be acquainted with the characteristics which are essential to efficiency in teaching.
- (2) Normal-school students should try to avoid the development of negative teacher characteristics. The list of characteristics of the poorest teachers should be helpful in this respect.
- (3) The individual who is able to transmit his ideas to his pupils effectively has teaching ability.

- (4) The individual who is unable to transmit his ideas to his pupils effectively is not a teacher.
- (5) Children respect a good teacher and have no regard for an inefficient teacher.
- (6) The best teacher is "one who makes you want to learn."
- (7) The poorest teacher is one who kills your desire to learn.

Hubbard, Frank W. "Do School Systems Need a Principals' Handbook?" *Elementary School Journal*, XXIX (April, 1929), 590-93.

Replies to a letter sent to 425 cities show that most cities do not have a principals' handbook and that principals must get necessary information in very inefficient and clumsy ways. Even when boards have published rules and regulations, analysis shows these to be vague and inadequate or often leading to bad practice. A principals' handbook prepared by the local principals club is suggested. Beginnings in such an undertaking have been made in Seattle, Oakland, Los Angeles, and St. Louis. Such a project would bring large returns professionally.

Wrinkle, William L. "The Measurement and Reporting of Student Achievement in Secondary Education," *The High School Teacher*, V (March, 1929), 95-97, 102.

Marks, as they have been used in many school systems, are unreliable. Marks should represent achievement. Supplementing the marks of achievement in knowledge and skill, the author recommends the use of a record of personal traits. These traits are: (1) Social habits: coöperation, dependability, courtesy, personal appearance, care of equipment; (2) Participation in class: interest, attention, response in class; (3) Following plans and directions: responsibility, perseverance; (4) Self-direction: initiative, resourcefulness; (5) Oral expression: correctness, fluency; (6) Written expression: correctness, neatness, organization.

The report card which goes to the home of the parent should have an evaluation on the above traits made on the scale of *above normal* and *below normal*. The subject grade of achievement is given on the scale of: A (very superior), B (above normal), C (normal achievement), D (minemal requirement), F (unsatisfactory), I (incomplete).

Davis, H. H. "The Principal as a Business Man," *The High School Teacher*, V (April, 1929), 128, 135.

Principals are forced by their duties to be business men. Exercise or practice in this function comes through management of the regular school activities, management of the so-called extra-curriculum activities, business relations with the community, and the principal's management of his own finances. A successful principal must employ and assign his staff wisely; he must make careful use of the plant and the equipment; he must make purchases in such a way as to gain the respect of the business people and save money for the community; he must know how to delegate authority; and he must not allow his own personal finances to take time from the regular school day.

Book Notices of Accessions

Genevieve Darlington

Sandwich, Richard L. *Study and Personality; a Textbook in Educational Guidance*. Boston: D. C. Heath & Co., 1929. Pp. 228. \$1.12.

Provides the technique of instruction in correlating the development of character and effective study. It is designed for progressive use through the first to the fourth year of high school or college.

Stillman, Bessie W. *Training Children to Study, Practical Suggestions*. Boston: D. C. Heath & Co., 1928. Pp. 247. \$1.60.

An outline of the work which has been done in the fifth, sixth, and seventh grades of one department of the Ethical Culture School in New York City.

Hayes, Carlton J. H. and Moon, Parker Thomas. *Ancient and Medieval History*. New York: Macmillan Co., 1929. Pp. 893. \$2.60.

A textbook for high-school courses in ancient, medieval, and early modern history in a compass that can be covered comfortably in a one-year course.

Beard, Charles A. and Beard, Mary R. *History of the United States, a Study in American Civilization*. Revised edition. New York: Macmillan Co., 1929. Pp. 680 xxxvii. \$1.96.

The 1921 edition of the *History of the United States* has been entirely rewritten and thoroughly simplified. New chapters have been added to bring the work into harmony with the present trend in American thinking.

Grismer, Raymond L. and Graham, G. Nelson. *Spanish Review Grammar*. Yonkers-on-Hudson: World Book Co., 1928. Pp. 256. \$1.20. New-World Spanish Series.

Intended for the use of students who have completed a beginners' grammar or method book.

Marsh, J. Frank. *The Teacher Outside the School*. Yonkers-on-Hudson: World Book Co., 1928. Pp. 234. \$1.80.

Written to help men and women teachers to find the needed encouragements, suggestions, and directions for forming helpful out-of-school contacts and habits.

Wade, Harold H. and Blossom, John E. *A Dozen a Day in Spelling, Punctuation, and Grammar*. Boston: Houghton Mifflin Co., 1929. Pp. 219. \$0.92.

The purpose of this high-school text is to provide a maximum of drill material with a minimum of explanation. Lessons are so arranged

that the knowledge of grammar can immediately be applied to diction, sentence structure, and punctuation.

Dressel, Herman, Robbins, May and Graff, Ellis U. *The New Barnes Readers. The Kearny Plan. Primer, First Year—First Half.* Illus. by Mabel B. Hill. Chicago: Laidlaw Brothers, 1924. Pp. 127. \$0.60.

.... *Book One. First Year—Second Half.* 1924. Pp. 128. \$0.64.

.... *Book Two.* 1924. Pp. 192. \$0.64.

Schorling, Raleigh and Clark, John R. *Modern Mathematics, Seventh School Year.* New Edition. Yonkers-on-Hudson: World Book Co., 1929. Pp. 274. \$0.88.

.... *Modern Mathematics, Eighth School Year.* New Edition. 1929. Pp. 306. \$0.92.

In these new editions the authors are supplying the results of their investigations during the last five years. The texts are so arranged that it is possible to teach pupils on three levels without the necessity of sectioning pupils according to ability.

McEntyre, Sophia and Voorhees, Marietta. *Buried Treasure.* New York: Macmillan Co., 1929. Pp. 190. \$1.00.

.... *Treasure Trove.* 1929. Pp. 175. \$1.00.

The compilers have planned these selections to meet the instability of attention found in certain limited groups in literature classes in the ninth and tenth grades of the high school.

Jackson, William H. and Driggs, Howard R. *The Pioneer Photographer; Rocky Mountain Adventures with a Camera.* Yonkers-on-Hudson: World Book Co., 1929. Pp. 314. \$1.40. Pioneer Life Series.

A portrayal of the work of the United States Geological Survey in obtaining the first photographs of the Yellowstone National Park, the cliff dwellings of Mesa Verde National Park, mountain peaks, Indians and railroad building in the west. Intended primarily for boys and girls in the intermediate and upper grades, it will interest others who enjoy adventure and history.

Descocudres, Alice. *The Education of Mentally Defective Children; Psychological Observations and Practical Suggestions.* Translated from the second French edition by Ernest F. Row. Boston: D. C. Heath & Co., 1928. Pp. 313. \$2.00.

A collection of the most useful of the material that has been published on the subject combined with some of the author's experiences. It may be of use to normal children who find the ordinary school routine difficult, and who would benefit greatly if the rudiments of knowledge were presented to them in a more concrete form.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

National Junior Honor Society

The national constitution for this organization was published in the April (number 26) Bulletin of the Department of Secondary-School Principals. The emblem and charter will be in completed form by the time this paragraph is read. Junior and senior high schools are now making application for chapters. Direct all applications to H. V. Church, Executive Secretary, J. Sterling Morton Schools, Cicero, Illinois.



Publications of the Department of Secondary School Principals

Publications are sold at the following rates:

First Yearbook (1917)	\$1.00
Second Yearbook (1918)	2.00
Third Yearbook (1919)	1.00
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Bulletin No. 19 (Abstracts, January, 1928)	.60
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Bulletin No. 26 (Abstracts, April, 1929)	.25
Bulletin No. 27 (Rituals of Induction, May, 1929)	.25
Bulletin No. 28 (Abstracts, October, 1929)	.25

Please remit in advance

H. V. Church, Executive Secretary
J. Sterling Morton High School
Cicero, Illinois.

Group Life Insurance

All who have applied for benefit in the group life insurance plan sponsored by the Department of Secondary-School Principals should be prepared to make their initial deposit of ten dollars very soon, for only some minor details now must be arranged before the plan is operative. Those who apply now will have cheaper insurance than those who take out coverage later, because the premium depends on age. It should also be remembered that the plan embraces entire use of the dividends to reduce premiums, so that the premiums should be less year after year. The more who insure the greater the reduction in premiums.

Premiums.—According to the table of premiums, the rates are *higher* each succeeding year. It will be the policy of the Department to use the annual dividends to *reduce* the premiums each year. Although this reduction can not be set in terms in the contract, it will no doubt be brought about.

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kind of compensation of financial value during the remainder of his or her lifetime, said
amount of insurance will be paid to said member either in one sum six months after
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will issue, upon application by said member within thirty-one days after the date of such
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Subsequent to Dec. 31, 1922

Annual Convention

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A PLAN FOR THE MEETINGS

A Series of Programs for General Discussion of Certain Phases of Secondary Education Which Are Proposed for Study by the National Survey.

"To make a study of the organization, administration, financing, and work of secondary schools and of their articulation with elementary and higher education."

From—Appropriation Measure (H. R. 15089)

- | | |
|---|------------------------|
| Monday, February 24—2:30 P. M. | High School Auditorium |
| General Topic—Organization | |
| Tuesday, February 25—9:30 A. M. | |
| General Topic—Articulation | |
| (a) Senior High School and Junior College | High School Auditorium |
| General Topic—The Work of Secondary Schools | |
| (b) Junior High School | High School Gymnasium |
| Tuesday, February 25—2:30 P. M. | High School Auditorium |
| General Topic—Financing | |
| Wednesday, February 26—9:30 A. M. | |
| General Topic—Articulation | |
| (a) Junior High School and Senior High School | High School Auditorium |
| General Topic—The Work of Secondary Schools | |
| (b) Junior College | High School Gymnasium |
| Wednesday, February 26—2:30 P. M. | High School Auditorium |
| General Topic—Administration | |



Special Notice

If any high-school principal desires to have a special letter sent to his board of education or to his superintendent, in which it is urged that he be sent to this meeting with his expenses paid, he should send the name and address of the one to whom such a letter should be directed to the secretary, H. V. Church, J. Sterling Morton High School, Cicero, Illinois.

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